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| TO: | Long Cane Middle School Administration |
| FROM: | Autumn McMunn |
| DATE: | June 2, 2016 |
| RE: | Curriculum Proposal Connected to Attitude Gap & Achievement Gap |

I am proposing an awareness and strategy toolbox workshop focusing on Grit, expectations, and developing a leader attitude. The four hour workshop is entitled *What is Grit and how can you Teach it?* and is targeted to the entire school body starting with teachers in the workshop. The intended purpose for the workshop is to present Grit to teachers with materials and strategies in a way that promotes them to evaluate their own work ethic and attitude while also providing them with a strategy toolbox to promote Grit in their own classrooms.

The reason that it is important to implement this workshop is because school body attitudes correlate to the achievement gap in education. One factor of the achievement gap that is in educator’s control is their attitude toward their students, expectations of their students, and the learning environment they create for their students. This workshop is the first step in encouraging educators to focus on one of the factors of the achievement gap that is in their control and the root of that factor is Grit. After extensive research Angela Duckworth and Christopher Peterson suggest that, “in every field, grit may be as essential as talent to high accomplishment.” They also found that grit is a better indicator of GPA and graduation rates where IQ is very predictive of standardized test scores. Grit is the very core of attitudes, expectations, and learning environments in schools.

The goal of Long Cane Middle School is to develop leaders in the classroom and some of the most important characteristics of a leader is “perseverance and passion for long-term goals.” These characteristics are what Angela Duckworth defines Grit to be. This workshop addresses essential elements of being a leader and will promote teachers to convey these elements to their students.

The proposed date for the *What is Grit and how can you Teach it?* workshop is July 31st, 2016 during PrePlanning for the 2016-2017 school year. This workshop is meant to be a one-time event at the beginning of the school year along with at the beginning of every new teacher’s journey incoming to the school after initial workshop. The workshop agenda described below utilizes free resources\* and the only cost of the implementation are any handouts or instructional supplies used. Other resources for this type of workshop that are not as cost efficient:

* [http://www.gcc.mass.edu/professional-development/2014/03/24/true-grit-the-key-to-success/#](http://www.gcc.mass.edu/professional-development/2014/03/24/true-grit-the-key-to-success/)
* <http://pgbovine.net/OET-Draft-Grit-Report-2-17-13.pdf>
* <http://www.pathstraining.com/main/>
* <http://amshq.org/Teacher-Resources/Professional-Development/AMS-Certificate-of-Continuing-Professional-Development>

Agenda for *What is Grit and how can you Teach it?*

* Teachers assess their own Grit with the Grit Scale *Retrieved from:* <http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf>
* Introduction to Grit with the video: <http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit>
* Introduce Gritty people: <https://vimeo.com/2944917> & <https://www.youtube.com/watch?v=JSnZJV7vmjY>
* Introduce a Growth Mindset that aids in understanding Grit and how to teach it: <http://mindsetonline.com/whatisit/about/index.html>
* Teachers use Grit Student Worksheet to set a S.M.A.R.T goal and discuss the Grit Lesson Plan: Setting S.M.A.R.T. Goals by Amy Lyon
  + Lesson Plan: <http://www.edutopia.org/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-lesson.pdf>
  + Student Worksheet: <http://www.edutopia.org/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-worksheet.pdf>
* Teachers list problems that they have or that they think students may have. Discuss examples from Malcom Gladwell’s book such as David and Goliath to model desirable difficulties and a change in perspective. Teachers work together to reframe the problems they have listed into desirable difficulties.
* Introduce a Framework to utilize in the classroom that incorporates Grit such as KIPP or Class DOJO: <http://www.kipp.org/our-approach/character> or <https://www.classdojo.com/resources/>
* Teachers create their own definition of Grit and situations when Grit is needed.
* Discuss when you need Grit and when you need to quit. There are times when it's OK to quit something that just isn’t within your range of talents, or when trying something different may enrich your life. Worthy tasks deserve persistence. But there are tasks that would be worthier in a different season of your life. There are jobs that should be left. Sometimes you have to let go of something good to grasp something great. Students need discernment to know when they need grit and when it may be a time to quit. Retrieved from:<http://www.edutopia.org/blog/true-grit-measure-teach-success-vicki-davis>
* Teachers decide if any situations generated earlier would have been better to just quit and generate more situations where it is OK to quit as an exit ticket for the workshop.

\*All resources in the agenda will be organized in a presentation and packet for attendants. Both packet and presentation will be available to attendants for use in their own classroom.